

Rocklin Elementary School

5025 Meyers St. • Rocklin, CA 95677-2811 • 916.624.3311 • Grades K-6

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Rocklin Unified School District

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District Governing Board

Camille Maben

Todd Lowell

Greg Daley

Steve Paul

Wendy Lang

District Administration

Roger Stock
Superintendent

School Description

Rocklin Elementary School is one of sixteen schools in the Rocklin Unified School District. The school serves students in kindergarten through sixth grade, with an enrollment of approximately 550.

The school is located in the center of a stable and supportive community which expresses its values toward education through a high level of participation. Rocklin Elementary School opened in 1952, at which time it was the only school in the district. The staff of Rocklin Elementary School strives to provide an exemplary learning environment. Academic learning is certainly the primary focus of the school, but commendably, the staff operates on the principle that a caring environment that fosters self-esteem and individual development is the best road toward achieving a well-rounded education.

The students are able to approach all facets of their learning with confidence and the assurance that this school is their home. Rules of conduct are realized internally, leading to self-directedness and initiative. Finally, the staff welcomes the direct involvement of the community in these efforts. Rocklin Elementary School has become a focal point and center for students and the community.

Mission Statement

At Rocklin Elementary School, parents and staff together are dedicated to creating a safe and orderly learning environment in which students interact positively with others and are able to develop responsibility, confidence, and self-esteem while achieving their highest academic potential.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at 916.624.3311.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	60
Gr. 1	68
Gr. 2	96
Gr. 3	78
Gr. 4	85
Gr. 5	78
Gr. 6	96
Total	561

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	8.6
Filipino	1.4
Hispanic or Latino	18.2
Native Hawaiian/Pacific Islander	0.4
White	65.2
Two or More Races	4.1
Socioeconomically Disadvantaged	41.4
English Learners	12.1
Students with Disabilities	9.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Rocklin Elementary School	12-13	13-14	14-15
Fully Credentialed	27	27	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rocklin Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	531
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Rocklin Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	99.93	0.07
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	99.92	0.08

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Textbooks and Instructional Materials
Year and month in which data were collected: 6-1-2013

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	There are sufficient standards-aligned textbooks and other materials for each pupil.
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	There are sufficient standards-aligned textbooks and other materials for each pupil.
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	There are sufficient standards-aligned textbooks and other materials for each pupil.
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	There are sufficient standards-aligned textbooks and other materials for each pupil.

School Facility Conditions and Planned Improvements (Most Recent Year)

Rocklin Elementary School opened in 1952. A new gymnasium and new underground irrigation system were added in 2003. It takes our entire community to help keep our school the #1 place to be in our small community.

Safety comes first as we have staff at crosswalks greeting students and parents to start the day and to end the day. We have several volunteers that help keep our campus safe throughout the day by working in our classrooms and helping us along with our staff supervising our recess and lunchtime duties.

Our students earn Bulldog bucks for keeping our school clean throughout the day. Our custodial staff and District maintenance staff continually support any repairs to our school.

Throughout the year our community business partners help us with our school-wide garden and Outdoor Learning Center to make sure it is planted, cleaned and looking great throughout the year. We pride ourselves in recycling and going green whenever we can at Rocklin Elementary.

Our district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, our district uses a facility survey instrument developed by the State of California Office of Public School Construction. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July, 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	86	85	91	85	84	88	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	70	75	70	76	78	77	54	56	55
Math	74	82	82	68	69	71	49	50	50
HSS				75	75	72	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	8	9	9
Similar Schools	1	3	4

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.9	28.6	51.9

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	88
All Student at the School	91
Male	86
Female	95
Black or African American	
American Indian or Alaska Native	
Asian	100
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	94
Two or More Races	
Socioeconomically Disadvantaged	85
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	6	26	-10
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-15		
Native Hawaiian/Pacific Islander			
White	17	10	-2
Two or More Races			
Socioeconomically Disadvantaged	28	3	-4
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents play an integral role at Rocklin Elementary School through their active participation and involvement in School Site Council and Parents' Club. They share information with classes about professional lives, teach special skills (art, music, and sports), work on school or Out Door Learning Center improvements, conduct fund-raisers and make donations. They regularly volunteer their services in the classrooms and the library. In addition, parents have participated in Love and Logic classes during the evenings.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

All schools in the District have a Comprehensive School Safety Plan approved by the School Site Council. It includes an assessment of the current status of school crime, procedures to notify teachers of dangerous pupils, disaster procedures, child abuse reporting procedures, rules and procedures on school discipline, school wide dress code, policies regarding actions which would lead to suspension/expulsion, sexual harassment policy, procedures for the safe ingress and egress of pupils, and other safe school strategies and programs.

Public Hearing Date: April 2, 2014 Date adopted by School Site Council: February 20, 2014

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	1.7	2.2	2.7
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	3.3	3.2	2.5
Expulsions Rate	0.1	0.1	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2013-2014
Year in Program Improvement	Year 2	Year 1
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		75.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	0
Psychologist	.6
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	.9
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	22	18	15	1	1	2	3	3	2	0		
Gr. 1	26	19	17	0	1	2	2	3	2	0		
Gr. 2	26.3	21	19	0	1	1	3	3	4	0		
Gr. 3	22.7	17	20	2	2	1	1	3	3	0		
Gr. 4	30.3	25	28	0	1		3	2	3	0		
Gr. 5	30.5	31	26	0			2	3	3	0		
Gr. 6	30.7	34	32	0			3	1	3	0	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$34,997	\$41,318
Mid-Range Teacher Salary	\$61,828	\$65,615
Highest Teacher Salary	\$80,856	\$84,981
Average Principal Salary (ES)	\$103,966	\$107,624
Average Principal Salary (MS)	\$109,714	\$112,817
Average Principal Salary (HS)	\$119,893	\$121,455
Superintendent Salary	\$200,278	\$206,292
Percent of District Budget		
Teacher Salaries	45	40
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,322	\$478	\$3,845	\$65,049
District	♦	♦	\$5,446	\$64,719
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			-29.4	0.7
Percent Difference: School Site/ State			-31.7	-5.5

Types of Services Funded at Rocklin Elementary School

Special Education, School and Library and Improvement Program, Title I, transportation, instructional materials, staff development, intervention classes, CORE K-12 classes, Gifted and Talented Education (GATE).

Professional Development provided for Teachers at Rocklin Elementary School

The Rocklin Unified School District is committed to high quality professional development that meets the needs of the staff aligned to the established Board's Strategic Priorities. The focus of our Professional Development is the following: A continuous development and commitment to Professional Learning Communities, a commitment to systematic research based effective teaching strategies and intervention strategies, to ensure that all students are provided the necessary skills and prerequisites to meet post-secondary goals and to prepare all students with 21st Century and California Common Core Standards. At Rocklin Elementary there has been a dual focus on the development of academic intervention programs and Professional Learning Communities.